**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Chinese 2** | |
| **Theme:** | | **Global Challenges** | |
| **Topic:** | | **Think green** | |
| **Learning Scenario** | | In this unit, students work as “green logo designers” for Environmental Grants program introduced by Beijing Environmental Protection Bureau which assist schools and community groups to carry out environmental projects and implement other environmental initiatives, for example, create environmental protection logo. Each team is assigned a particular environment issues, such as Cleaner air/reducing greenhouse gas emissions, water conservation, managing waste through recycling/composting/waste minimization, sustainable energy use and forest conservation. Each group explore the current situation related to the five environment issues in China using a range of culturally authentic learning materials, such as Indiana Chinese Newspaper, written material, internet information and interview. Based on their research, each group creates the logo and presents it in class to propose environment protection. | |
| **O Standard(s):** | | **Communications**: The interpersonal mode is used when students discuss their finding, interview their friends, write Email to their e-pals, and work on skits and role-plays in groups. Students use the interpretive mode to read written material, Internet information and watch videos in class. The presentational mode is used as students present their logos and make proposals in class.  **Cultures:** Students demonstrate an understanding of a target culture policies and situation related to environment. They develop an understanding of Chinese perspectives toward environment and use this knowledge to develop an understanding of how to protect and improve their living environment.  **Connections:** Students use Chinese-language resources and multi-media to gain access to environment and information about them. They connect to other disciplines such as social studies and technology.   **Comparisons:** Students demonstrate an understanding of the nature of language as they compare Chinese and American culture in the areas of environment. They may also discover the influence of China’s policies and the Chinese perspectives on their own lives.  **Communities:** Students use the language both within and beyond the school setting as they interact with the community members and interview a Chinese-speaking family member and friends. | |
| **Stage 1: Desired Results** | | | |
| **Understandings** | | * How important an environment friendly community it is toward their lives. * People from different countries can make effort together to protect environment. * The quality of our lives is impacted by the quality of the environment. * Everyone must work together to solve global problems. | |
| **Essential Questions** | | * What is an environment friendly community? * Is environment friendly community a universal concept? Why or why not? * How polices related to environment are shared across cultures? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Name various pollutions and exchange information related to pollution in Chinese. | | | Environment, protect, damage, earth, pollution, design, represent, hope/wish, trash, air, save, recycle, increasingly |
| Read a short passage in a target newspaper. | | | Disposable, carryout bag, cents, furnish, reusable, and the fees for.. |
| Write an e-mail to an e-pal | | | A. self-instruction  B. vocabulary：current situation, what’s your feeling, agree or disagree, wishes, look forward to，就…而言，我认为…， 你怎么看？不但….而且 |
| Presentation skills | | | Organization, visual aids, mechanics, eye contact and verbal techniques |
| **Stage 2: Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | |  | | --- | | Provide students opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials as related to the environment protection.  Students:  • Read Indiana Chinese Newspaper - Indiana bill would charge ten cents per grocery bag | | | |
| Interpersonal | Provide students multiple opportunities to interact with each other to share information about how to protect environment in their communities.  Students:  • Connect with a target language friends through e-mail exchange to exchange information with peers from the target culture about their views toward an aspect of environment issue. | | |
| Presentational | |  | | --- | | Students will have 3-5 minutes to present their environmental protection logo to the class.  their presentation should include the following sections:  A: the name of their group.  B: the name of the logo designed by their group.  C: introduction of the logo designed by their group, such as how, and why.  D：Q & A  Students are encouraged to use multi-media to facilitate their presentation, such as Voki, Voicethread, and Glogster. | | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| Exit Cards  Student journal  Checking for understanding: white boards, various classroom activities, drawing maps and answer questions, such as warm-up responses, discussion response.  Notes book | | | Quizzes  Unit exam  Research report on their project  Oral presentation of their project |
| Stage 3: Learning Activities | | | |
| **Hook** | |  | |
| A video which shows environment issues in a very creative way, for example, water conservation, sustainable energy use, forest conservation and so on takes students to the topic of this unit and inspires students’ thinking regarding to environment issues.  http://www.youtube.com/watch?v=0EnqukRNcus&feature=related | | | |
| **Resources** | | | |
| <http://www.nytimes.com/interactive/2007/08/26/world/asia/choking_on_growth.html#story3>  <http://www.tabblo.com/studio/productinfo/cube>  http://www.youtube.com/watch?v=0EnqukRNcus&feature=related | | | |